

### Third Grade Listening and Viewing Grade Standards, Supporting Skills, and Examples

**Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.**

Bloom's Taxonomy Level	Standard, Supporting Skill, and Example
(Comprehension)	<b>3.L.1.1 Students are able to listen attentively and focus on the speaker.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>• make eye contact with and face the speaker;</li> <li>• identify and act on verbal and non-verbal messages;</li> <li>• follow multi-step directions independently.</li> </ul>

**Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.**

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	<b>3.L.2.1 Students are able to retell or explain what is seen and heard.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"> <li>• recognize whether information presented is the speaker's opinion or fact;</li> <li>• ask questions to learn the speaker's point of view;</li> <li>• recognize that various approaches are used to influence the listener or viewer.</li> </ul>
(Knowledge)	<b>3.L.2.2. Students are able to use technological, artistic, and graphic organization strategies that have been provided to assist in retaining information.</b> <b>For example:</b> video camera, tape recorder, sketches, paintings, models, diagrams, charts, webs

**Third Grade Listening and Viewing  
Performance Descriptors**

<b>Advanced</b>	<b>Third grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• listen critically to and focus on the speaker;</li><li>• summarize what is seen or heard;</li><li>• use technological, artistic, and graphic organization strategies to assist in retaining information.</li></ul>
<b>Proficient</b>	<b>Third grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• listen attentively to and focus on the speaker;</li><li>• retell or explain what is seen and heard;</li><li>• use technological, artistic, and graphic organization strategies that are provided to assist in retaining information.</li></ul>
<b>Basic</b>	<b>Third grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• listen to the speaker;</li><li>• retell and explain, with prompting, what is seen or heard;</li><li>• use simple organizational strategies, with guidance, to assist in retaining information.</li></ul>

**Third Grade Listening and Viewing  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Third grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• retell and explain what is seen and heard;</li><li>• demonstrate the ability to gain information from a variety of media;</li><li>• articulate the connection between visual and verbal messages.</li></ul>
<b>Intermediate</b>	<b>Third grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"><li>• listen for a variety of purposes;</li><li>• use speaking, reading, writing, and viewing to assist with listening;</li><li>• retell a story in own words.</li></ul>
<b>Basic</b>	<b>Third grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"><li>• play a word game such as Simon Says;</li><li>• follow verbal directions to participate in various school activities;</li><li>• listen actively to others to obtain or relay information.</li></ul>
<b>Emergent</b>	<b>Third grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"><li>• listen attentively to a variety of speakers;</li><li>• follow simple directions;</li><li>• recognize an increasing number of English phonemes through song;</li><li>• watch and imitate peers in order to stay on task.</li></ul>
<b>Pre-emergent</b>	<b>Third grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"><li>• do not understand enough language to perform in English.</li></ul>

**Fourth Grade Listening and Viewing  
Grade Standards, Supporting Skills, and Examples**

**Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Application)	<b>4.L.1.1 Students are able to critically listen to and focus on the speaker.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"><li>• listen to and share responses in group learning activities;</li><li>• describe how verbal and non-verbal cues influence mood and message (<b>for example:</b> after an oral reading, describe how the reader's expression and gestures impacted understanding of the story).</li></ul>

**Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<b>4.L.2.1 Students are able to summarize and/or paraphrase what is seen or heard.</b> <i>To meet this standard students may:</i> <ul style="list-style-type: none"><li>• distinguish between facts and opinions;</li><li>• make connections to prior knowledge and draw conclusions;</li><li>• identify ways presentation influences the listener.</li></ul>
(Comprehension)	<b>4.L.2.2 Students are able to use technological, artistic, and graphic organization strategies to assist in retaining and retrieving information.</b> <b>For example:</b> video camera, tape recorder, sketches, paintings, models, diagrams, charts, webs

**Fourth Grade Listening and Viewing  
Performance Descriptors**

<b>Advanced</b>	<b>Fourth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• evaluate the appropriateness of individual and group listening behaviors;</li><li>• analyze and evaluate what is seen and/or heard;</li><li>• select and use technological, artistic, and graphic organization strategies to assist in retaining information.</li></ul>
<b>Proficient</b>	<b>Fourth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• listen critically to and focus on the speaker;</li><li>• summarize and/or paraphrase what is seen or heard;</li><li>• use technological, artistic, and graphic organization strategies to assist in retaining information.</li></ul>
<b>Basic</b>	<b>Fourth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• listen to and focus on the speaker;</li><li>• retell what is seen and heard;</li><li>• use organizational strategies, with assistance, to assist in retaining information.</li></ul>

**Fourth Grade Listening and Viewing  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fourth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• listen to and share responses in group learning activities;</li> <li>• follow reading selections while listening to reader;</li> <li>• listen to and respond to literature read aloud.</li> </ul>
<b>Intermediate</b>	<b>Fourth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• summarize what is seen or heard;</li> <li>• recognize and use pictorial information that supplements text;</li> <li>• listen to a story and retell the story or role-play the action.</li> </ul>
<b>Basic</b>	<b>Fourth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• ask a follow-up question about a peer's presentation;</li> <li>• develop listening strategies to understand what is heard;</li> <li>• listen and retell stories in own words.</li> </ul>
<b>Emergent</b>	<b>Fourth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• listen attentively to a variety of speakers, including peers;</li> <li>• follow simple directions;</li> <li>• recognize an increasing number of English phonemes through song and other spoken forms of English;</li> <li>• watch and imitate peers in order to stay on task.</li> </ul>
<b>Pre-emergent</b>	<b>Fourth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• do not understand enough language to perform in English.</li> </ul>

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**Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Analysis)	<p><b>5.L.1.1 Students are able to apply and evaluate appropriate listening behaviors in individual and group settings. <i>To meet this standard students may:</i></b></p> <ul style="list-style-type: none"> <li>• discuss listening behaviors they have observed;</li> <li>• analyze and self-monitor how verbal and non-verbal cues influence mood and message;</li> <li>• write a reflective response of how behavior was affected by gestures and comments of group members.</li> </ul>

**Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.**

<b>Bloom's Taxonomy Level</b>	<b>Standard, Supporting Skills, and Examples</b>
(Evaluation)	<p><b>5.L.2.1 Students are able to determine the importance of information that is seen and heard. <i>To meet this standard students may:</i></b></p> <ul style="list-style-type: none"> <li>• ask questions to determine the intended meaning and purpose of the speaker's message in individual and group situations;</li> <li>• make comparisons to other sources and to prior knowledge.</li> </ul>
(Synthesis)	<p><b>5.L.2.2 Students are able to independently select and use technological, artistic, and graphic organization strategies to organize and retain information according to topic or subject.</b>  <b>For example:</b> video camera, tape recorder, sketches, paintings, models, diagrams, charts, webs</p>

**Fifth Grade Listening and Viewing  
Performance Descriptors**

<b>Advanced</b>	<b>Fifth grade students performing at the advanced level:</b> <ul style="list-style-type: none"><li>• evaluate critically the appropriateness of listening behaviors;</li><li>• analyze and critique a variety of listening and viewing events;</li><li>• select independently and use technological, artistic, and graphic organization strategies to retain, retrieve, and evaluate information.</li></ul>
<b>Proficient</b>	<b>Fifth grade students performing at the proficient level:</b> <ul style="list-style-type: none"><li>• apply and evaluate appropriate listening behaviors;</li><li>• determine the importance of what is seen and/or heard;</li><li>• select and use technological, artistic, and graphic organization strategies to assist in retaining information.</li></ul>
<b>Basic</b>	<b>Fifth grade students performing at the basic level:</b> <ul style="list-style-type: none"><li>• listen to and focus on the speaker;</li><li>• summarize what is seen or heard;</li><li>• use technological, artistic, or graphic organization strategies that are provided to assist in retaining information.</li></ul>



**Fifth Grade Listening and Viewing  
ELL Performance Descriptors**

<b>Proficient</b>	<b>Fifth grade ELL students performing at the proficient level:</b> <ul style="list-style-type: none"> <li>• demonstrate comprehension of appropriate listener response to an oral report, discussion, and interview;</li> <li>• follow directions to participate in a peer's native dance or game;</li> <li>• evaluate and apply the appropriate listening behaviors in individual and group settings;</li> <li>• listen to literature read orally, comprehend it, and respond to it.</li> </ul>
<b>Intermediate</b>	<b>Fifth grade ELL students performing at the intermediate level:</b> <ul style="list-style-type: none"> <li>• determine the importance of information that is seen and heard;</li> <li>• take notes on visual information from films, presentations, observations, and other visual media;</li> <li>• use speaking, writing, reading, and viewing to assist with listening.</li> </ul>
<b>Basic</b>	<b>Fifth grade ELL students performing at the basic level:</b> <ul style="list-style-type: none"> <li>• use films, cassettes, and television to improve English language learning;</li> <li>• use computer programs to facilitate language learning.</li> </ul>
<b>Emergent</b>	<b>Fifth grade ELL students performing at the emergent level:</b> <ul style="list-style-type: none"> <li>• listen attentively to a variety of speakers, including peers;</li> <li>• follow simple directions;</li> <li>• recognize an increasing number of English phonemes through song and other spoken forms of English;</li> <li>• watch and imitate peers in order to stay on task.</li> </ul>
<b>Pre-emergent</b>	<b>Fifth grade ELL students performing at the pre-emergent level:</b> <ul style="list-style-type: none"> <li>• do not understand enough language to perform in English.</li> </ul>